

**NEW JERSEY**

**RECEIVED**

1999-2000

**Guidelines and  
Application**

99 NOV 22 PM 4:01

UNION COUNTY  
SUPERINTENDENT OF SCHOOLS

**BEST**

**ORIGINAL**

**RECEIVED**

**PRACTICES**

DEC 6 1999

OFFICE OF  
INNOVATIVE PROGRAMS

**Deadline for Application to County Office:  
NOVEMBER 22, 1999**

Category	<u>Job Training</u> (Application is limited to one category. See page 3 for details.)		
Practice Name	<u>Health Occupations Program</u>		
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)	
County	<u>Union</u> School District		
District (Proper Name)	<u>Roselle Public Schools</u>		
District Address	<u>street/p. o. box</u> <u>710 Locust Street</u> <u>city</u> <u>Roselle, NJ</u> <u>07203</u> <u>zip code.</u>		
District Telephone	<u>(908) 298-2000</u> Fax <u>(908) 298-3353</u> Email		
Chief School Administrator	<u>Darlene Roberto</u>		
Nominated School #1 (Proper Name) School Address	<u>Abraham Clark High School</u> <u>street/p. o. box</u> <u>122 East 6th Avenue</u> <u>city</u> <u>Roselle, NJ</u> <u>zip code 07203</u> <u>(908) 298-2000</u> Fax <u>(908) 259-0782</u> Email <u>Kenneth Holmes</u> <u>Diana Lobozzo</u>		
School Telephone			
School Principal			
Program Developer(s)			
Chief School Administrator's or Charter School Lead Person's Signature	<u>Darlene Roberto</u>		

**UNION COUNTY SUPERINTENDENT OF SCHOOLS ONLY**

Approved: ☒ Yes ☐ No County Superintendent's Signature Francis De...

**NEW JERSEY STATE DEPARTMENT OF EDUCATION**

NEW JERSEY  
BEST PRACTICES  
1999-2000 APPLICATION

591

**Application Requirements:**

- ◆ **RESPONSES** to the information and the statements below must be **ANONYMOUS**. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.
- ◆ **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable) and 4 and **THE NUMBER OF LINES SPECIFIED FOR RESPONSES** to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.
- ◆ Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)
- ◆ **KEYBOARDED RESPONSES** to the statements below must be **no more than a total of three pages**. Keyboard the statement followed by the response. Format your response to the number of lines specified.
- ◆ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.
- ◆ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- ◆ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.
- ◆ **FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name
<input type="checkbox"/> Elementary School		Health Occupations
<input type="checkbox"/> Middle School		
<input type="checkbox"/> Junior High School		Number of Schools with Practice <u>1</u>
<input checked="" type="checkbox"/> High School	<u>10 - 12</u>	Number of Districts with Practice <u>1</u>
<input type="checkbox"/> Other: _____		

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community and/or higher education)	<input checked="" type="checkbox"/> Safe Learning Environment <input checked="" type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)
2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards\** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)
3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at <http://www.state.nj.us/education>.  
6appp.20

1. Describe the practice proposed for recognition, and list its objectives.

The Health Occupations program is designed to promote positive work habits, attitudes and occupational skills, while helping to meet area employer's needs for qualified employees. Communication skills, work ethics, and how to adapt to the health field environment are essential elements to this program. The Health Occupations Program is a three-year sequential program that allows the students the unique opportunity to learn about health care and health careers in both a hospital setting and in a long term care facility. This helps to meet one of the objectives of establishing partnerships between the school, business and community based organizations as a means of obtaining the needed preparation for work. There are three courses in which students can participate during their sophomore, junior and senior years, all designed to help prepare the students for the world of work and a health career post graduation. The first course is called Health Careers and it is taught via Interactive Distance Learning to the students in their own school district and to three other school districts in the county. Some of the objectives of this course include the following: 1. To introduce students to various health careers and to help them make informed decisions about careers. 2. To learn workplace readiness skills when they shadow a health care worker during the school year. 3. To develop an understanding of medical terminology. 4. To learn about the various uses of technology. 5. To learn research skills. 6. To learn about the correlation between careers and possible jobs in the health field.

The second course is called Health Occupations, and this course gives the students extensive "hands on" clinical experiences in 12 areas in health care in both a hospital and in a long term care facility. The main objectives include the following: 1. To teach the students planned job training and learning experiences that will include skills that are needed for specific health careers. 2. To learn how to relate occupational learning to their own lives and possible careers. 3. To learn specific skills related to health care such as: confidentiality, medical terminology, universal precautions and how to adapt to the health care environment. 4. To become better prepared to make a selection for a potential career post graduation due to their learning experiences.

The last course in the Health Occupations Program is called Health Occupations Co-op. In this course the students receive paying jobs in health care facilities. The students learn first hand about work place readiness skills and put them into practice in their co-op jobs. The objectives of this course are to help prepare the student for the world of work, and teach them the related skills needed to be successful. Other objectives include: 1. To learn general workplace ethics. 2. To learn communication skills. 3. To learn how to adapt to the health care environment. All of the students also participate in community activities to help foster self-esteem and build not only communication skills, but teach the students to be good citizens. This also helps to bridge the gap between high school and the work world.

Over twelve hundred students have successfully participated in this program and they are now health care workers. At a time when school to careers is just starting in many schools this program has shown its merit by its 21-year longevity. Three other school districts have already chosen to participate in the Health Careers course by having their students taught via ITV by the teacher of the Health Occupations Program. The use of technology, workplace readiness skills and school to careers all show that this program meets the challenges of today's ever changing work market and curriculum. This program could be replicated with any school district that offers Interactive Distance Learning, or with any school district that wants to extend its curriculum to help meet the needs of their students and the needs of the local health care systems. A program like this helps not only the students but helps to feel a critical need for competent entry level health care workers.

2. Describe the educational needs of students, and list the Core Curriculum and Cross Content Workplace Readiness Standards addressed and practiced.

The educational needs of our students are to prepare the students for the world of work and for post secondary education. We have identified these two basic needs from the fact that 60% of our students go on to college and the other 40% get jobs after high school. Thus, it is our goal to help ease the transition to work and college. According to the three SCANS Foundation Skills, the students need Basic Skills, Thinking Skills, and Personal Qualities to help prepare them to be competent workers in the workplace. We strive to meet all three of these SCANS Skills, because we realize the importance of making the successful transition between school and career.

The Health Occupations Program courses all meet the five Cross-Content Workplace Readiness Standards. All of the standards have been infused into the newly revised curriculum and it can easily be assessed through the use of shadowing and work evaluations. Standard #1. This standard and each of its indicators are all accomplished. The students in all of the courses learn work ethics and demonstrate employability skills while they are in their clinical experiences, shadowing experiences and Co-op jobs in health care. The students all take interest inventories and do research on careers. They also do individual career plans for specific careers and learn about the required prerequisites for these careers. They demonstrate occupational skills through their structured learning experiences in health care agencies and through various community activities. They all learn how to prepare resumes and fill out sample job applications. This also addresses Language Standard #3.3. Guest speakers assist the teacher with mock interviews and the students are videotaped to learn how to perfect their interview skills. This also helps to address the Language Standard 3.1. Standard #2 can be readily seen as the students use computers in the health care agencies and for research in both their classroom and in the medical and school library. The students learn how to access information for doing their research reports and to help them with class assignments. The students also use computers in the health care agencies to document data and to compile records. Teleconferencing skills are learned in ITV classes and in the connections with colleges for guest speakers. The students also learn how to use the Internet to research community agencies, careers, locate jobs, and information about colleges. Standard #3. The students use critical thinking and decision making skills while they work on class assignments, research projects and to help them with problem solving on their clinical assignments and Co-op jobs. They also learn problem-solving skills when they create a game about either a career, medical terminology, jobs, or a system of the body. Standard #4. This can be seen when the students write essays on their short and long term goals and then review these goals at the end of the school year. They also learn how to work cooperatively with others during their clinical experiences and community activities and Co-op jobs. Students are taught study skills to help with HSPT scores and help with daily assignments. The students learn constructive criticism about their work performance through their work evaluations. Standard #5. All students learn safety skills and they must pass a safety test before they can receive clinical experience or work in a health care facility. The students also learn about OSHA, Bloodborne pathogens, Hazardous communications and Universal precautions at part of their orientation. Co-op students learn about laws relating to safety and about personal safety and how to prevent accidents. Students learn basic first aid and some become CPR certified. Math Standard #4.9 & 4.18, are addressed when the students learn how to read thermometers and graph vital signs. Science Standard #5.3 is met when the students do research projects on the history of health care and the advancements in medicine and science. HSPT skills in reading, writing and vocabulary are addressed in daily homework assignments.

3. The practice has documented assessment measures for meeting its objectives.

The success of the students can be seen by the work evaluations they receive at the end of each clinical rotation. The mentor in the health care facility does the evaluations, and they count toward the student's grade. Various things are included on the evaluation including specific things relating to health care skills and general work place skills such as: preparation, communication, attitude, personal grooming, attendance, etc. An evaluation is also done at the end of the year by each health care facility to determine the effectiveness of the program. This helps to help to improve the program to meet the ever changing needs of technology and the work world. All students in the three-year Health Occupations Program are required to take a pre test upon entry to the class and to take a final exam. The Health Occupations course and the Health Occupations Co-op classes are also required to take a competency exam. Questions are taken from V-Tech Assessment Battery. The history of the passing rate is excellent with a 95-98% passing rate. The average grade of the students in all three classes is a 90 or better, and the students also have an excellent attendance record. Maintaining good grades and good attendance are all requirements of the Health Occupations Program and the students want to remain part of this program and maintain their jobs in health care. The students themselves are also asked to evaluate their experiences at the end of the year and explain how the course has helped them personally. It is interesting to see that the students feel they are better prepared to enter college for a career in the health field from all of their experiences and knowledge of medical terminology.

Employers are asked to do a monthly work evaluation on the students work performance and then do a yearly evaluation on the student and on the Health Occupations Program. The results show that the employers are consistently happy about the performance of the students and would be willing to employ other students for the following year. One health care agency heard about our program from reading an article in The Nursing Spectrum Magazine and contacted the coordinator to find out how to employ the students. A special Co-op position was created to help both the residents in the nursing home and to provide a job in health care for the students. The agency was impressed at the amount of experience that the students received and how the curriculum addressed specific work place readiness skills. The Health Occupations students were also taught specific things relating to patient safety and universal precautions which would lessen the orientation needed to the health care agency. This affiliation has caused the Health Occupations Program to receive a national award from The EMAF (Employment Management Foundation) which is an agency of human resource professionals from across the United States, that recognizes successful school-business partnerships. The New Jersey Hospital Association has also given the Health Occupations Program an award for promoting health careers in the State of New Jersey.

The best form of assessment comes from the success of its participants as can be seen by the number of students who received scholarships to pursue a career in the health field. All but two students received one or more scholarships last year and this has been the case for the past twenty-one years. The students in the health occupations are better prepared employees, and better prepared to succeed in college in the health field due to the various types of learning experiences and jobs that they have received while in high school.

These are just a few of the recent events that illustrate the success and assessments used in this longstanding program that promotes health careers and School-To Work activities. The most noteworthy success is in that of the former graduates of the Health Occupations Program who are now practicing health care workers.